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ABSTRACT

The checklists, tips, and examples will help persons involved with youth participation projects demonstrate the impact of a project. They will also help check for project strengths and weaknesses. Including the introduction, there are seven chapters. Chapter 2, "How Should Your Evaluation Look?" discusses what questions should be asked, definitions of success, who should do the evaluation, what evaluation model should be used, how to measure the unmeasurable and the unexpected, evaluation reports, and evaluation costs. Chapter 3, "Finding an Evaluator," deals with rules to remember in selecting an evaluator and the rights of an evaluation client. The fourth chapter, "How to do Your Own Evaluation," discusses sources of information, levels of evaluation, and sample data collection procedures. What to do with the evaluation once it is done is dealt with in chapter 5. Chapter 6 contains a basic evaluation vocabulary. The guide concludes with an annotated listing of references. The appendix lists the participants in the Chicago Idea Exchange. (RM)

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EVALUATING YOUTH PARTICIPATION:

A GUIDE FOR PROGRAM OPERATORS

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THE NATIONAL COMMISSION ON RESOURCES FOR YOUTH, INC. was founded in 1967 as an independent, non-profit organization to expand opportunities for young people to assume active, responsible roles in their communities--what NCRY calls Youth Participation. In programs of Youth Participation youth gain direct experience in the real world, making decisions, working in partnership with their peers and with adults, and meeting genuine community needs. A comprehensive Youth Participation program also provides for youth to reflect critically on their experience, and to study related subject matter. NCRY seeks out, promotes and assists Youth Participation programs that recognize the capabilities and developmental needs of young people.

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FOREWORD

by Bruce Dollar

This evaluation booklet is the product of a collaboration between youth-serving agencies and funders in the Chicago area. Coordinated and staffed by the National Commission on Resources for Youth, Inc. (NCRY), this year-long project involved eleven youth agencies and programs, three local foundations and the Chicago Mayor's Office of Employment and Training.

The group that became known as the Chicago Idea Exchange first convened in the Fall of 1980. All had been identified as either practicing or (in the case of the funders) supporting Youth Participation as an essential element of youth programming. Our intent was to see how we could exploit our combined experience and expertise to strengthen Youth Participation both within the programs represented in the group and in other programs in Chicago and elsewhere.

Youth Participation, as employed in this booklet and as practiced by those in the Chicago Idea Exchange, takes place in two arenas: the program or agency itself and the community. In the first arena, young people take responsible, decision making roles within their agencies and programs. They become project planners, board members, peer counselors, staff interns, program evaluators and the like. In other words, instead of being treated strictly as passive consumers of services, youth are enlisted as partners and contributors in the process of providing services. In this organizational type of participation, youth gain important practical skills (communication, decision making, leadership, carrying responsibility, etc.) while enhancing the quality of the agency's services. But even more important, they gain a democratic voice in the administration and operation of their services which they legitimately can - and increasingly do - claim as a right.

In the second arena of participation, youth become actively involved in their community. Most often, they identify a need in the community that they can address, then take action. The possibilities, as demonstrated by programs represented in the Chicago Idea Exchange, are limitless. Young people at the Jane Addams Center Youth Department, for example, operate an employment service for jobless youth. At the Cook County Sheriff's Youth Services Department, young people serve as peer substance abuse educators. Working with adult professionals, students at member schools of the Alternative Schools Network have

operated their own food cooperative, bakery, print shop and day care center. And at both the Youth Network Council and Aunt Martha's Youth Service Center, young people have engaged in a range of advocacy work aimed at improving services to youth, from runaways and other homeless and high risk youth to high school students.

Participation - whether in their programs, in community activities or, ideally, in both - provides young people with experiences and skills that are critical in making the transition to productive, responsible adulthood. Yet participation is often missing as a component of youth programs and services. Why? A large reason, no doubt, is that participation challenges the traditional professional-client power relationship; both parties find it difficult to change. Another is that advocates have difficulty "proving" that participation works and produces benefits, and that it should not be seen as a frill. Policy decisions about programs often need "hard evidence" to justify them, and the fact is that the gains of Youth Participation are harder to measure than more quantifiable outcomes like reading scores and job placement.

Robert Taggart, who supported Youth Participation as head of the federal government's youth employment initiatives in the late 1970s, described the problem this way:

> *YEDPA (the Youth Employment and Demonstration Projects Act), with its billion dollars annually in funding, was meant to ...find out what works best for whom. ...But we're used to testing types of activities and types of impacts that can be measured in dollars and cents, by pre/post and follow-up testing. But Youth Participation is something you can't put your hands on. It's a soft issue. It's an issue of process, not necessarily of outcomes. And it's one that is very difficult to measure. Things that require a delicate balance are oft-times destroyed when we go in and try to measure it. Youth Participation is like a flower that you have to nurture; when you handle it too much, that soon kills the flower.* 1/

Despite these difficulties, progress is being made in finding ways to evaluate the effects of participation experiences. Evidence is accumulating, moreover, that

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1/ Keynote speech at NCRY's National Youth Participation Conference, Lake Geneva, Wisconsin, November, 1980.

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active involvement in program and community activities produces measurable growth. Hedin and Conrad, at the Center for Youth Development and Research at the University of Minnesota, for example, have studied a range of community action and experiential education programs in recent years, measuring gains in intellectual, social and psychological development.2/ They and researchers elsewhere have also traced the important connection between participatory experiences and such outcomes as school attendance, academic achievement and attitudes toward work. An evaluation by the federal National Center for Service-Learning, for instance, found that troubled and low-achieving youth gained in math and reading, as well as in social and personal responsibility, when their classroom-based learning was combined with community service activities.3/ Also of interest is the confirmation in recent research of the value of guided reflection--a regular period when youth can analyze and learn from their experience--as an important component of an action program. In their national assessment of experiential education, Hedin and Conrad found that the presence of such a "reflective component" was the single most important factor in students' developmental and learning gains.

Evaluation emerged early as a key concern for both agencies and funders in the Chicago Idea Exchange. Funders felt that, in order to support projects with a strong Youth Participation emphasis, they needed a clearer idea of what the programs were accomplishing. Among the agencies, some reflected practitioners' perennial leeriness of evaluation, particularly as to its ability to reveal gains in such hard-to-measure areas as maturity, responsibility, self-confidence, empowerment, and the like. At the same time, the agencies did recognize evaluation's potential to provide useful information about operations and outcomes of their programs. From NCRY's point of view, the prevailing climate of intense competition for scarce resources makes it imperative that we find reliable ways to document the gains of Youth Participation. Programs that cannot demonstrate their accomplishments may find it more difficult to survive.

This evaluation booklet is not the whole answer to this complicated problem, but it is a start. Meanwhile, it can serve an additional purpose as well. Besides demonstrating what impact a project has had, evaluation is a way to check continuously for weaknesses and strengths. Problems can be identified and corrected; effective elements can be

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2/ Dan Conrad and Diane Hedin, *National Assessment of Experiential Education* (1980); and Diane Hedin and Paula Simon, *Health Science Action Learning Program Evaluation* (1981); both St. Paul, Minnesota: Center for Youth Development & Research, University of Minnesota.

3/ National Center for Service-Learning, *Evaluation of the Juvenile Offender Service-Learning Study*, Washington, DC: ACTION, June, 1981.

reinforced. Developing the capacity of both youth and adult staff to analyze their program and make needed adjustments will both improve the program and enhance it in the eyes of funders and outside evaluators.

Do I Really Have to do This? In an early draft, that was a working title for one section of this booklet. As we conceptualized this project, we sought ways to bring the lofty topic of evaluation down to earth where program people could feel more comfortable with it than they often do. Early planning outlines were marked by a healthy irreverance:

A. Assumptions
   1. Many evaluations are a waste of time, effort and money--but not all.
   2. Good, useful evaluation is more a product of applied common sense than technical training or professional expertise.
   3. Despite decades of disappointment, people still succumb to the mystique of evaluation (and evaluators) and are intimidated.

B. Purpose
   1. To de-mystify the process of evaluation, and give people enough confidence (and technical jargon and expertise) to talk back to evaluators--or do the job themselves.
   2. To present some straightforward ideas on how to do your own evaluation--and do it credibly.

These have remained a fair reflection of our approach to this booklet. The aim is to assist the practitioner to understand how to make use of evaluation and how to design an evaluation that deals appropriately with Youth Participation activities and objectives. Because of the great diversity among programs with this emphasis, we never pretended we could produce a single set of evaluation instruments that would fit any program. Instead, we have identified some basic types of evaluation along with typical Youth Participation-related questions, and provided sample instruments that can be adapted to those and other questions.

All participants in the Idea Exchange had an opportunity to contribute to the preparation of this booklet, and many were quite generous in sharing their time and their insights. Patricia Campbell has done a remarkable job on a task that some thought was nearly impossible. Dan Conrad, like Dr. Campbell an accomplished evaluator, provided valuable assistance in the formative stages. Others who are owed special thanks are listed under Acknowledgements.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS

FOREWORD *By Bruce Dollar*

I. INTRODUCTION: HOW THIS BOOKLET CAN HELP YOU 1

II. HOW SHOULD YOUR EVALUATION LOOK? 3

- What Questions Should Be Asked? 3
- Definitions of Success 4
- Who Should Do Your Evaluation 4
- What Evaluation Model Will Be Used 7
- Measuring the Unmeasurable 7
- Measuring the Unexpected 8
- Evaluation Reports 10
- Evaluation Costs 12

III. FINDING AN EVALUATOR 14

- Where Are The Evaluators? 14
- Rules to Remember in Selecting an Evaluator 14
- Your Rights As An Evaluation Client 15

IV. DOING YOUR OWN 16

- Sources of Information 16
- Levels of Evaluation 16
- Sample Data Collection Procedures 18
  - Monitoring Level Examples 19
  - Quality Level Examples 29
  - Effectiveness Level Examples 37

V. MARKETING YOUR EVALUATION OR USING WHAT IS FOUND 51

VI. A BASIC EVALUATION VOCABULARY 54

VII. USEFUL REFERENCES 58

APPENDIX. The Chicago Idea Exchange: Participants

I. INTRODUCTION: HOW THIS BOOKLET CAN HELP YOU

This booklet is intended, in a quick and practical format, to make you more knowledgeable about evaluation and how you can make it work for you. The booklet is written for you--the person involved in youth participation projects--whether you are a board member, an adult staff member, a youth staff member or just someone who is interested. The examples, the concerns, and even the sample instruments, are all written from a youth participation perspective. The goal of the booklet is to provide you with a good start in designing and implementing your own evaluation and to help insure that if you chose to use an outside evaluator, the evaluation you get will be what you want and need.

With all your organization's concerns right now--money, recruitment, staffing and, even organizational survival--you don't have a lot of time to spend on evaluation and particularly to spend on reading about evaluation. Yet now, perhaps even more than ever, you do need to pay attention to evaluation.

As money gets tighter, funders have more and more difficult decisions to make about projects. This often means that the program that can prove that its past efforts have had an impact have a strong advantage. Traditional service agencies frequently have thick portfolios of evidence testifying to their effectiveness. Smaller community-based agencies, on the other hand, "know" that their approach works (and it often does) but have little proof other than their "gut" feelings. In today's world, that means little or no funding.

In addition to showing that a program deserves to continue, evaluation can also help secure funding for a new program. A proposal that includes a sound evaluation plan may help convince funders that you are serious about your objectives, and thus give you a further competitive edge.

There are other reasons for using evaluation. Studies showing effectiveness or--as every politician says--"more bang for the buck" can be very helpful to friendly decision makers (legislators, town or county councils) when appropriation and budget times come up. Even results that are light on effectiveness and heavy on the need for the service (i.e. numbers dropping into drop-in centers) can be of some help.

Finally, although it hasn't happened often enough in the past, evaluation can and should help improve programs.

This booklet is short and easy to read. It's filled with checklists, tips and, most important, examples. It is based on the experience of projects similar to yours and is designed both to provide insights into evaluation problems that won't go away and to help to improve your own programs.

A major part of the booklet focuses on doing your own evaluation. In this section, sample data collection procedures and instruments are presented for assessing such youth participation objectives as documenting opportunities for youth involvement in the community and increasing youth self-direction and independence. These procedures and instruments should be seen as samples that may or may not be appropriate for your project. Adapt them and use them in ways that seem best for you.

We hope this booklet helps you to develop and implement the best evaluation possible. Good luck!

II. HOW SHOULD YOUR EVALUATION LOOK?

How your evaluation should look depends on (A) the questions that you (and your funding agency) want the evaluation to answer, (B) the criteria that will be used to determine the success of the project, (C) who will be doing the evaluation, (D) the evaluation model that will be used, (E) how you choose to measure the effects, including (F) unexpected effects, (G) the format of the final report, and (H) the cost.

What Questions Should be Asked?

The questions to be asked in the evaluation should be based primarily on what you need to know. Conferences with your staff, participants and funding agencies will help you to come up with questions. Sample questions could be:

1. Are youth participating in decision making roles throughout the program?

2. Is our relationship with the schools improving?

3. Which staff training methods are more effective in reducing participant dropout rates?

4. Does the program reduce alcohol and drug abuse?

5. Does the program increase participants' self confidence?

6. Is the program a more cost effective way of reducing youth unemployment than are in-school vocational training programs?

The questions asked can include those which may provide you with information to improve the program (i.e., questions 1, 2 and 3) and those which provide information to assess the quality of the program (i.e., questions 4, 5, and 6). Some questions may be of more use to funding agencies (i.e., questions 4 and 5) while others may be of more use to specific staff members (i.e., question 3 would be of most interest to the staff trainer).

Before the evaluation is implemented, you must be clear about the questions that you want answered and the ways the evaluation will collect information to answer them.

Letting your board, your funding agency and your evaluator know in advance the questions you want answered saves future misunderstandings and disappointments. If you are using an outside evaluator, you should also make sure that the evaluator is willing to find answers to reasonable questions that may come up in the course of the evaluation.

Remember, some of the questions you have already may have been answered by others. For example, questions on the relative effectiveness of peer and adult tutoring have been asked and answered in the research literature for years. Therefore, your time and money could be better spent elsewhere. To find out what questions have been covered, do a literature search, computerized if possible (available from most universities and regional libraries from abstracting services such as ERIC* and Sociological Abstracts). Finally, before a data collection is started, check the data that the program is already collecting. You may already have the information you need.

Definitions of Success

One of the basic evaluation questions is "was the program a success?" Without knowing people's definition of success, it is impossible to answer this question adequately. You should ask your staff, board, funding agencies and participants:

> What would have to happen before you would view the project as a success?

In the best of all possible worlds, there will be a general agreement among the four groups as to what would be a successful program. In the real world, however, their answers might make you think that each group is talking about a different program! Regardless of the differences, you need to help the groups come to some consensus on the criteria on which the program is to be judged. If this is impossible, at a minimum you should decide on your own criteria and share these, along with your justification for each of them with the groups. If you and your funding agencies' criteria for judging success are in conflict, you had better resolve the conflict or acquire a new funding source.

Who Should Do Your Evaluation?

Your choices of who should do your evaluation are varied. They include: (1) your staff; (2) professional evaluators;

*Educational Resources Information Center

(3) your Board of Directors; and (4) your funding agencies. No matter who does the evaluation, there are definite advantages and disadvantages.

1. The Staff as Evaluators. When the staff acts as evaluators they, with little or no outside assistance, do the design, the analysis and all of the data collection. The advantages of this method are (a) low cost (staff are already on salary) and (b) the evaluators are people who already have a great deal of knowledge of and commitment to the program. This allows them an access to information that might not be available to others. Staff commitment to the program, however, can also be a disadvantage. Because of their commitment, staff conclusions are frequently not viewed by others as having a great deal of credibility. Also, most youth agencies are so understaffed that adding responsibilities for evaluation to already-heavy staff loads can result in burn-out or in cuts in service to clients.

2. Professional Evaluators. When professional evaluators are used, they frequently will design and implement the evaluation with little assistance from the staff. The staff's role is primarily to be sources of data, although they may be called upon to do data collection. The advantages of this method are that the professional evaluator does offer credibility due to having a dispassionate view of the program that is frequently impossible for those more intimately involved. It is hoped that the professional evaluator also provides skills in a variety of evaluation techniques otherwise not available to the program. There are, however, some drawbacks. The major one is cost. Outside evaluators are expensive! Also, an outsider often does not have access to the kinds of information that come from being part of a program on a day-to-day basis. As one who is not committed to the program, it is difficult for the professional evaluator to build a relationship of trust with staff members and participants that may be necessary to get accurate and complete information.

3. The Board of Directors as Evaluators. When the Board of Directors acts as evaluators, they play a role similar to that of the professional evaluator, designing and implementing the evaluation and using the staff primarily as sources of data. The advantage of this method is that it is inexpensive (Board members do not charge for their time), and that it uses as evaluators people who have more knowledge of the program than an outside professional staff, while at the same time, one hopes, more objectivity than program staff. The disadvantages are that Board members may or may not have evaluation skills and, because they neither work for you nor are being paid for the evaluation, that you must rely on persuasion to ensure that questions are answered, reports are written and deadlines are met.

4. The Funding Agencies as Evaluators. If the funding agencies choose to evaluate the program, they will. Since they are paying the bill, they have a right to evaluate you regardless of the advantages or disadvantages. Unless the funding agencies will be answering all of the questions about the program that you want answered (which is rare), you may want to consider doing your own evaluation as well.

5. The Professional Evaluator and the Staff as Co-Evaluators. The best answer as to who should do your evaluation is a combination of the staff and a professional evaluator. The staff and the outside evaluator work together to design the evaluation. The staff has primary responsibility, under the direction of the outside evaluator, for generating evaluation questions and implementing data collection procedures. The evaluator develops the data collection instruments and procedures based on the evaluation questions. The evaluator and the staff then develop separate analyses of the data and integrate the results. This method can eliminate most of the disadvantages of using a professional evaluator or the staff separately and can build on the advantages. However, this will work only if the outside evaluator and the staff have clear ideas of their relative roles and can work well together.

6. An Evaluation Role for Youth. Regardless of whom you choose to do your evaluation, in any youth participation project, young people should play a major role. If a professional evaluator, Board of Directors or funding agencies are used, then a young person may be included as an evaluation co-ordinator assisting in the design, heading the data collection effort or making sure that youth and other program perspectives are included. Another alternative is to have a youth and adult-staff board that oversees the outside evaluation effort. Each staff board member would have a specific area of responsibility (e.g., sampling, data collection) as well as being part of the team to oversee the entire evaluation.

If the evaluation is being done by program staff, it can be co-directed by young and adult staff members. Before staff members, of any age, can direct an evaluation they must have either experience or training. Unless there are experienced evaluators on the staff, having an outside consultant who can answer questions, make suggestions and conduct necessary training, is imperative. (Some programs have arranged with a local university to work with a graduate student, who donates his or her time as an evaluation consultant in return for field experience, usually for graduate credits.)

What Evaluation Model Will Be Used?

If you choose to work with a professional evaluator, that evaluator will most likely suggest a specific model for the evaluation. There are at least as many evaluation models as there are evaluators (and some evaluators develop more than one model!). Discrepancy models, judicial models, medical models and multiple perception models just begin the list. While many of these models are interesting and present creative ideas (the judicial model has a jury that decides on the effectiveness of the program after pro and con sides are presented), to present even a sample of them is beyond both the scope of this booklet and, most likely, your interest. If you are working with an evaluator who seems enamoured of a particular model, ask for information about the model and see if you think it is appropriate for your program. Otherwise, unless you have an interest in models, don't worry about them. If you are interested in learning more about evaluation models, the following references can help.

CEDR QUARTERLY (Bloomington, IN: Phi Delta Kappa)

EVALUATING EDUCATIONAL PROGRAMS AND PRODUCTS, by G. D. Borick, ed. (Englewood Cliffs, NJ.: Educational Technology Publications, 1974)

NEW TECHNIQUES FOR EVALUATION, by N. L. Smith, ed. (Beverly Hills: Sage Publications, 1981)

Measuring the Unmeasurable

Some of the questions you would like an evaluation to answer such as, "Does participating in the program increase school grades and attendance?", are relatively easy to measure. Other questions, dealing with such areas as self-worth, sense of responsibility and the ability to move toward a fulfilling life, are much more difficult to measure. There is no way areas like these can be measured completely, but the following steps can help you begin to "measure the unmeasurable."

1. Determine the areas you would like to see measured. These can be

   (a) personal (e.g., to make young people more independent),
   (b) institutional (e.g., to make schools more caring) or
   (c) programatic (e.g., to make the project more responsive to participants' needs).

2. Using brainstorming techniques, have your staff and participants discuss how they would know if a person became more independent or schools became more caring or whatever. If people say that schools become more caring when they like students better, then ask how people would know if students were better liked. This process should continue until you have a list of measurable criteria for each area. For example, the list of criteria for measuring "making young people more independent" might include:

(a) People ask for help less often.
(b) People complete assigned tasks without prodding.
(c) People score more "internal" on the Internal-External Locus of Control test.
(d) People view themselves as more independent.
(e) People are viewed by others as more independent.

3. Each criterion on the list should be assessed in terms of value, expense and difficulty. This may include determining which criteria can be measured using existing tests or measures and which would need measures developed anew. Information on tests and measures that have already been developed can be found in the *Mental Measurements Yearbook* (Highland Park, NJ.: Gryphon Press, 1980), the *Sourcebook of Measures of Women's Educational Equity* (Palo Alto, CA: American Institute for Research, 1979) and from the Educational Testing Service Test Library (Princeton, NJ). Based on the information that you have collected, you should make a decision about which criteria to use. In general, the more you vary the ways you collect data in an area, the more complete your measurement will be.

Measuring the Unexpected

A major goal of evaluation is to determine if a program's objectives have been achieved. While this is valuable, some evaluators feel it is not enough, that the evaluation process should examine not only the intended effects, but also what actually happened. This approach is sometimes called "goal-free evaluation." While special emphasis on objectives is appropriate in writing or even evaluating a proposal, in program evaluation that emphasis may cause positive or negative effects, not mentioned in the objectives, to go unnoticed. Moreover, different youth may gain from their experiences in different and unpredictable ways.

Nowhere is this more true than in youth participation projects. Youth participation, with its emphasis on development and empowerment, may cause complex and far-

reaching changes in participating youth. Take, for example, three youth participants in a Youth Tutoring Youth program. Carlos strengthens his academic skills as a result of teaching reading to a younger child. Denise finally comes out of her shell and begins to socialize more easily with others because successfully teaching a shy child has made her realize her own strengths. Ben decides, based on his experience as a tutor, that he want to train for one of the helping professions as a career choice.

These are hoped-for outcomes of a youth participation program, but each youth gained according to what he or she was ready for and what each specific experience presented (the shy child, for instance). You can't commit your program to achieving all possible objectives when you design your evaluation. But you can think in advance about what gains might result from the program. Then you can watch for these to occur and attempt to document them. They are legitimate outcomes and belong in your evaluation report.

Possible participant outcomes can be broken into three general areas: personal growth, intellectual growth, and social growth. Each area has a number of more specific outcomes, including:

Personal Growth and Development

- Self-direction, motivation, internal control
- Self understanding, insight
- Self esteem, sense of competence and confidence
- Sense of usefulness, of doing something worthwhile
- Assertiveness, independence
- Openness to new experiences, risk-taking

Learning, Intellectual Growth and Development

- Basic skills, academic learning
- Intellectual development - complexity of thought, ability to analyze problems
- Moral development
- Skill in learning to learn from experience (gathering and analyzing information, thinking for oneself)
- Awareness of community problems and resources
- Develop conscious set of personal values, beliefs
- Ability to communicate with others

Social Growth and Development, Life Skills

- Concern for others
- Knowledge, understanding of others

More positive attitudes toward adults, other ethnic or socio-economic groups, etc.
Skill in caring for others
Likelihood of being active in the community
Ability to work well with others
Be productive, persevere even in difficult tasks
Take responsibility, accept consequences of own actions
Actually have a positive impact on the community
Realistic ideas about the world of work
Information about careers
Active exploration of careers
Develop job-related skills
Skills related to specific aims of program (e.g., consumerism, carpentry, etc.)

Evaluation Reports

The evaluation report is frequently all you have to show after an evaluation is completed. It is important, therefore, that the report be in an appropriate format and include the information you need. To ensure that this happens, at the beginning of the evaluation, you and your evaluator may want to develop a draft outline of the final report and the information to be covered in it. At a minimum, the report should include:

- A description of the program being evaluated
- Program goals and objectives
- Evaluation methods used
- Results of the evaluation
- Recommendations
- Copies of the instruments used

Sample Table of Contents

An evaluation report for a youth participation project could have the following table of contents.

I. Summary

The summary should be a two-to-five-page abstract of the program being assessed and the major findings of the evaluation

II. Introduction

The introduction should include a history of the program, the background that led up to the evaluation and a description of the program as it existed for the evaluation, including its goals and objectives.

III. Evaluation Methodology

The evaluation methodology should include the theoretical framework, or model, on which the evaluation is based, the design of the evaluation, a description of any samples* used, including sampling* procedures, and validity* information. If tests and measures are developed or adapted for this evaluation, copies should be included in an appendix.

IV. Results

The results section may be several different pieces based on the program. Sample pieces might be: Degree of Youth Participation, Effects of Employment Training on Youth, or Effects on Participating Schools. Unless goal-free evaluation is used, the results section should be related to the goals and objectives of the program. If goal-free evaluation is used, the broad range of effects examined should be reported. For each result, the data upon which the result is based should be reported. Also, any possible sources of error or misinterpretation should be reported (e.g., "only ten of the forty participating youth completed the questionnaire" or "teachers, knowing the principal's strong support for the program, were unwilling to give 'on the record' comments about the program").

V. Recommendations

The recommendations section should be broken down by program area (e.g., staff, training, advisory board, internships and recruitment). The recommendations should be specific, doable and based on the findings of the evaluation. Some sample recommendations are:

*This and other evaluation terms are defined in Part VII, A Basic Evaluation Vocabulary.

1. The function of the advisory board is in need of serious review. Both administrative and youth members could and should provide valuable input but are not. Half of the board members contacted did not even realize the board was still in existence. Establishing regular board meetings with tasks for specific board members and expansion of the board to include new members with a demonstrated commitment to the program should help revitalize the board.

2. The glowing reports regarding the student-interns appear to give evidence that the process used for selecting and training student-interns are working quite well and no changes can be recommended in the process.

Evaluation Costs

The cost of an evaluation can vary tremendously, based on the complexity and on the cost of the people involved in the evaluation. Among the costs that need to be considered in an evaluation are:

Evaluation Consultant (daily rates can range from $100-$300)
Research Assistant (can be a member either of your staff or of the consultant's staff)
Clerk/Typist (can be a member either of your staff or of the consultant's staff)
Your Staff Time (e.g. for interviews, for data collection)
Travel (if the program is national, this can be large)
Computer Time
Supplies
Communications (telephone and postage)
Printing and Copying

Although staff costs are real, since staff members are already on your payroll, their time will not cost you additional dollars. However, you must consider that the time staff puts into evaluation is time that will not be spent in other areas. Other costs such as consultant fees and, unless you have your own computer, computer time must be paid.

It is a good idea for you and the evaluator to agree on a detailed budget, using the above categories as guides, at the beginning of the program, and to keep to the budget unless the scope of the evaluation is changed.

Sample Evaluation Costs

A small, after-the-fact, evaluation of a business internship program relying heavily on interviews with samples of participating youth, employees and others involved in the program could be done for as little as $1450. The budget would look as follows:

Consultant (4 days at $200/day)	$800
Research Assistant (5 days at $60/day)	300
Typing	200
Supplies, Copying and Communications	150
Total	$1450

A much more sophisticated evaluation of the same project, including pre and post testing of participants and a control group of non-participants on such variables as work habits, career aspirations and self concept, and follow-up testing on career patterns, would be much more expensive, coming in at $7100. The budget would look as follows:

Consultant (20 days at $200/day)	$4000
Research Assistant (30 days at $60/day)	1800
Clerk/typist (20 days at $40/day)	800
Computer time	150
Supplies (including printing and copying)	250
Communications	100
Total	$7100

A mid-range evaluation for the same project providing answers to most of the questions, but not doing the follow-up and cutting down on the number of variables examined, could be done for between $3500-$4000. The cost of the evaluation depends on what you want done and by whom. Just make sure that you and your evaluator are clear on what the budget covers and what will be done for what price.

III. FINDING AN EVALUATOR

If you decide to use a professional evaluator to work with your program, your choice of an evaluator does much to determine if your evaluation is a good one. The following will, it is hoped, help you find the "right" evaluator.

Where are the Evaluators?

Evaluators are almost everywhere. Your local college or university's schools of Education and Social Work should be able to give you names, as should directors of projects similar to yours. Your funding agency should also be able to give you some names. Also, the Foundation Center has compiled a list of professional evaluators and their areas of interest which may be available at your public library, and which can be purchased.* The National Commission on Resources for Youth also has a list of evaluators and will make referrals.

Rules to Remember in Selecting an Evaluator

1. You are the boss. Hiring an evaluator is like hiring anyone else. Ask questions, ask for and check references, and don't be intimidated. The applicant (because that is what your prospective evaluator is) who tries to overwhelm you with qualifications or jargon is not the one you want.

2. The project is more important than the evaluation. Don't spend more than 5-10% of your total budget on evaluation, including staff time. Evaluation is important, but without a project there is nothing to evaluate.

3. Some evaluators don't know very much. To make sure that yours does, ask for copies of previous evaluation reports written by your evaluator and see what you think of them. Make sure that any evaluator you choose is knowledgeable in youth participation or some related area. Evaluating youth participation is difficult enough when you know what it is; it is close to impossible when you don't.

4. You can ask for an evaluation design before you hire the evaluator. Have potential evaluators submit a draft of a design, including a budget, showing how they

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*_Directory of Evaluation Consultants_ (New York: Foundation Center, 1981). The Foundation Center, 888 Seventh Ave., New York, NY 10019.

would evaluate your program. If you don't feel comfortable assessing the quality of the design, ask someone else for help. If you request, the National Commission on Resources for Youth will review the design, or suggest someone who will review it, for a nominal fee. If you have questions about the design, ask them and if, upon clarification, the design is not appropriate, don't hire the evaluator.

5. If you and your evaluator can't work together, you won't. No matter how wonderful an outside evaluator may look, if because of philosophical or personality differences, you feel you may have difficulty working with the person, don't use him or her. If the evaluator can't get along with you, your staff or your clients, then the evaluation is doomed.

Your Rights As An Evaluation Client

1. You have the right to a written contract describing the tasks and products of the evaluation, a timetable and the budget.

2. You have the right to see the data supporting negative and positive conclusions about your project.

3. You have the right to receive interim reports on aspects of the evaluation needed for planning, proposal writing and other activities.

4. You have the right to describe the general direction of the evaluation and the major areas it will cover.

5. You do not have the right to demand a positive evaluation.

6. You have the right to include your own explanations in an evaluation report, provided they are labled as such.

7. You have the right to withhold payment until the products of an evaluation, described in the contract, are delivered to you.

8. You do not have the right to withhold payment because you do not like the results of the evaluation.

9. You have the right to an ethical and professional evaluation that uses valid methods, solid analyses and does not violate confidentiality.

IV. DOING YOUR OWN

Sources of Information

If you are going to do your own evaluation, one of the first things you need to know is where to find information to use as a basis of comparision with your project. A major source of statistical data is the federal government, although there is no one clearinghouse for specific information. Determine the federal agency most likely to have the information you need (e.g., The National Center for Educational Statistics, 400 Maryland Ave., SW, Washington, DC 20202) and contact it. If you are not sure what agency to contact or if the agencies are not providing you with the information you need, regional offices may be of more assistance. Also, your senator or representative can help; they have aides whose major responsibility is to track down information for constituents. Remember, they get many requests, so be specific and ask how long it will take them to get back to you.

Another excellent source of information is the reference department of a city or university library, particularly if the library has access to either census data or to computerized information retrieval systems. Go to the library and ask the reference librarian for help. Libraries will usually help regardless of whether you reside in the city or attend the university.

Levels of Evaluation

1. Monitoring Level. This is the lowest level of evaluation. The questions that it answers focus primarily on documenting what was done. In general, monitoring level evaluation addresses such questions as "What are you doing?" or "Are you doing what you said you would?". Many funding agencies are primarily interested in this type of evaluation to ensure that their money is being spent on activities they approved. Monitoring level evaluation is the cheapest and easiest evaluation and can be done with little or no outside assistance. Monitoring level evaluation includes much of what is usually called project documentation.

> Example: In your proposal you said that four of the youth working in your project would spend 50% of their time in supervisory roles. Weekly or monthly reports, from the youth, describing whom they supervised and the amount of time they spent in supervision, would satisfy the monitoring requirements.

2. Quality Level. This intermediate level of evaluation is frequently of greatest value to project planners and developers. At this level, questions such as "Is the work being done well?" or "Are participants satisfied with the project?" are asked and answered. Questions and answers at this level focus on information that can be used to improve an ongoing program or project.

Example: Using the above example, quality level questions could be answered by having the young people supervising and the young people being supervised fill out questionnaires, quarterly, about their satisfaction with the supervision, the quality of the supervision and the ways that it could be improved.

3. Effectiveness Level. This is the most difficult and expensive level of evaluation and is generally the level that is of most interest to staff and potential funders. The effectiveness level of evaluation questions the overall value and effectiveness of a project or program. The types of questions that might be asked at this level include "Does the program positively effect participants' intellectual development?" or "Can this program be replicated in another site?". Unlike the monitoring and quality levels, questions at this level are often complex and may employ several different data collection methods to answer each question.

Example: You want to show that your program reduces alienation among youth. You first need to determine how alienation might be defined (e.g., anti-social behavior, depression) and how it might be measured (self report, personality test, instances of anti-social behavior). You then select some measures knowing that they will be incomplete at best. If your program focuses on large numbers of young people in a small area you might, for example, look at instances of vandalism in the community, young people's responses to vandalism in the community, and the numbers and types of initiated community programs before, during, and after your program in order to begin an assessment of the effects of the program on alienation.

Before you do your evaluation, you need to decide which level(s) your evaluation should address. Depending on your interests, your funding agency's requirements and the resources available to you, your evaluation should be a blend of questions from the three levels.

SAMPLE DATA COLLECTION PROCEDURES

Important: On the following pages are sample evaluation procedures and instruments. Please check them carefully to see if they are appropriate for your use and feel free to revise them as necessary. Copyright constraints do not allow standardized tests to be included, but references have been included where appropriate. Please remember that because of their increased validity (if they measure what they say they measure) and reliability (if they measure consistently) standardized tests may be better to use than "homemade" tests. Check them out before you make a decision.

Monitoring Level
Examples

#1

Objective: to provide training in citizenship/leadership skills (or any other area) to young people.

Sample Data Collection Procedure: For each training session a written agenda and a list of goals/objectives should be developed and kept. The agenda should also include the date of the session, the number attending and a description of who they are, the location and the names of trainers. Youth trainers should be indicated. It may be helpful to have a space for trainers to indicate how the session went and how it could be improved. The session's schedule and goals should be completed prior to the session, while the rest of the form should be completed after the session and turned in to the person in charge of monitoring data (usually a secretary or a clerk; could also be a youth).

Sample Instrument: Sample Training Agenda

SAMPLE
INSTRUMENT

Sample Training Agenda

Monotoring Level
Example #1

Date:_____ Number Attending_____

Location:_____ Description of attendees (e.g., class, project staff, general public): _____

Trainers (Please ✓ if young person)

_____ _____

_____ _____

_____ _____

GOALS

A.

B.

C.

D.

SCHEDULE

Time	Topic	Methods (e.g., lecture, small group discussion, individual work)

QUESTIONS TO BE ANSWERED AFTER THE SESSION

1. How did the session differ from how it was scheduled?

2. Which goals were achieved? How do you know?

3. How could the session be improved?

Monitoring Level
Examples

#2

Objective: to provide youth participants with experience in decision-making roles.

Sample Data Collection Procedure: The easiest way to collect information on this objective is to write descriptions of the roles that youth participants play within the program, what percent of those roles involve decision-making and what types of decisions are made. It would be valuable to have this done by adult staff at the beginning of the program and by youth participants at the beginning, middle and towards the end of the program. As the forms are completed, they should be turned in to the person in charge of monitoring information.

Note: While this information serves a monitoring function, comparisons of adult and youth participants' perceptions about decision-making roles can indicate possible sources of conflict and misunderstanding. For example, if adults initially see youth decision making limited to non-fiscal matters and youth see their decision making permeating the entire program, then there will be some problems.

Sample Instruments: Decision-making Monitoring Forms I and II

SAMPLE
INSTRUMENT

Monitoring Level
Example #2

Decision Making Form I

Name _____ Date _____

1. What roles do you expect youth participants to be playing in this program?

2. What percentage of those roles do you expect to involve decision making? _____%

3. What types of decision do you expect to be made by youth participants?

4. What types of decisions do you expect NOT to be made by youth participants?

Decision Making Form II

Name _____ Date _____

1. What are your current responsibilities in the program?

2. What types of decisions have you been making as part of your program responsibilities?

3. Are there other kinds of decisions you feel you should be making? Yes____ No ____ If yes, please indicate the types of decisions you feel you should be making.

4. Comments:

SAMPLE
INSTRUMENT

Monitoring Level
Example #3

Technical Assistance Monitoring Form

(Complete one form for each request for assistance.)

1. Request by:

   Name _____

   Organization_____

   _____

   Date of Initial Contact _____

   Person receiving request _____

   _____

   Learned of our assistance through

   _____

2. Assistance requested:

   Subject _____

   Form of assistance _____

   When _____

FOLLOW-UP

1. Describe assistance provided - who, what, when, how:

   _____

   _____

   _____

   _____

2. How successful was the assistance?

   Provider's assessment: _____

   _____

   _____

   Receiver's assessment: (send separate form)

Monitoring Level
Examples

#3

Objective: to provide community groups with technical assistance in areas such as budgeting, community organizing and youth participation.

Sample Data Collection Procedure: There are several steps necessary to monitor this objective. The first is to document the efforts you have made to make community organizations aware of your service. Keeping copies of newspaper articles describing the service, letters to potential clients, lists of persons contacted about the service and similar things will be helpful. The second step is to keep track of who contacts you for technical assistance, how they found out about the service, the content of the assistance they desire, the format and content of the technical assistance that is provided and an indication of the client's satisfaction with the assistance. A separate form should be started for each inquiry, filled in as the necessary information becomes available and, when completed, turned in to the person in charge of monitoring information.

Note: While this information serves a monitoring function, examination of the information on where clients received their knowledge of the service can help in the assessment of the various methods of dissemination of information about the service. Also, the information collected can serve as an ongoing assessment of technical assistance needs of the organizations within the service population.

Sample Instrument: Technical Assistance Monitoring Form

Monitoring Level
Example

#4

Objective: to provide drop-in counseling centers for community youth.

Sample Data Collection Procedure: The information necessary for this objective revolves around the existence of the centers, their hours and services, and the number of persons who use them. There should be a master sheet describing each center (i.e., location, size, resources--books, magazines, games, rooms for small group discussion), its hours and days of operation and its staff. Daily (or on the days the center is open) the director or supervisor should fill out a form indicating the number of youth present, the number of new attendees, the average length of stay, the types of activities that took place (rap groups, one-on-one discussion, etc.) and anything unusual or of interest taking place that day (a fight, someone getting a job, etc.). These forms should be turned in to the person in charge of monitoring information.

Note: While this information serves a monitoring function, analysis of it can help determine patterns of center usage which may assist in decision making. For example, a sudden (or gradual) decrease in attendance may signal that a problem is occurring that needs to be investigated.

Sample Instrument: Daily Drop-In Center Log

SAMPLE
INSTRUMENT

Daily Drop-In Center Log

Monitoring Level
Example #4

Name _____ Date _____

Today's Staff _____ Today's Hours _____

_____

_____

Approximate Number Attending the Center _____

Approximate Number of New Attendees _____

Approximate Length of Average Stay _____

Today's Activities _____

_____

_____

_____

Were there any unusual occurrences? Yes ___ No___

If yes, please describe. _____

_____

_____

_____

How would you rate today? _____ (use scale below)

(1) Excellent (2) Good (3) OK (4) Poor (5) Awful

Why? _____

_____

_____

_____

Monitoring Level
Example

#5

Objective: to provide opportunities for youth involvement in the community.

Sample Data Collection Procedures: To monitor this objective, it is necessary, as opportunities for youth involvement in the community are established, to document them. This documentation should include a description of the opportunity, how youth will be recruited for involvement, the number of youths to be involved, and a description of their involvement that includes their responsibilities and the duration of their involvement. Later information on what involvement actually took place, including the names of the youth involved, the time they were involved and the roles they played, can be collected. These forms should then be turned in to the person in charge of monitoring information.

Sample Instrument: Community Involvement Monitoring Form

SAMPLE
INSTRUMENT

Community Involvement Form

Organization _____

_____

Monitoring Level
Example #5

Program Director _____

1. Describe the community project or activity in which youth will be involved.

_____

_____

_____

_____

2. How many youth will be involved? _____

For how long? _____

What roles and responsibilities will they have? _____

_____

_____

_____

FOLLOW-UP

1. What were the results of the project? _____

_____

_____

_____

_____

2. What was the youth involvement?

Name	Date of Involvement	Task

Quality Level Examples

Quality Level Questions

The following are samples of quality level questions that can be asked to participants, staff and school administrators. Since each program's questions are unique, this section focuses more on developing your own instruments, rather than on providing "ready-made" ones.

QUESTIONS

1. Are participants satisfied with the project training?
2. Do participants feel the project should be more responsive, and if so, how?
3. Are participants satisfied with the youth participation within the project?
4. What do school administrators feel are the project's strengths and weaknesses?
5. What are the staff's major concerns with the project?

Sample Data Collection Procedures. Similar data collection procedures can be used for all five of these questions. One procedure is to develop short (1-2 page) attitude questionnaires and distribute them to staff, participants or school administrators. The questionnaires, which would be anonymous, would be collected and summarized. The summary would then be shared with project planners and other staff members. Interviews can also be used either to supplement or instead of questionnaires. Interviews, which could be done by telephone, or in person, should be short and to the point. Questions to be asked include:

Sample Interview

"What do you see as the project's major strengths?"

"Is the project responsive to participants? How would you make it more responsive?"

"How satisfied are you with the youth participantion efforts taking place in the project?"

If both interviews and questions are used, then the interviews should serve to clarify and probe the responses to

Quality Level Questions (cont'd.)

the questionnaires and interviews to check for consistency. The interviewer may be a youth staff member or a volunteer whose major responsibilities are data collection and evaluation. (If the person is inexperienced as an interviewer, it is a good idea to conduct some "instant," informal training by rehearsing or role playing a few interviews with a staff person or the evaluator. The written responses can then be reviewed and supportively criticized.) Interviews can also be conducted by someone outside the program. In general, because people may not be as candid in their responses to program staff as to someone outside the program, it is not a good idea to use a regular staff member as an interviewer.

Note: The major value of answering quality level questions is to collect information to be used in program planning and improvement. Therefore, it is important that this type of information be summarized and the results disseminated as quickly as possible.

Sample Instruments: Attitude Questionnaire
Attitude Interview Questions

Attitude Questionnaires

QUALITY LEVEL

(Each series of questions has a somewhat different format in order to demonstrate the various ways that questionnaires can be written. A particular format is not necessarily the best one for any particular topic area.)

Sample Instrument

Participant Questions

1. Please circle the most appropriate response to each question.

   a. How satisfied are you with the training you are receiving in the program?

1	2	3	4	5
very satisfied		somewhat satisfied		very dis-satisfied

   b. How difficult is the work you are doing in the training?

1	2	3	4	5
too difficult		about right		too easy

   c. How useful will the training be to you in the future?

1	2	3	4	5
of no use		somewhat useful		very useful

   d. How clear are the training presentations?

1	2	3	4	5
very confusing		somewhat clear		very clear

   e. Would you recommend the training program to someone else?

   Yes ___ No ___ Why or why not? _____

   _____

   _____

   f. What do you like most about the training? _____

   _____

   _____

   g. What do you like least? _____

   _____

   _____

Attitude Questionnaires (cont'd.)

2. Please indicate the degree to which you agree with each of the following questions.

	Strongly agree	Agree	Dis-agree	Strongly Dis-agree
a. Participants have some influence on the way the program is run				
b. As participants' needs change, so does the program				
c. The staff treats participants as if they were children				
d. It is very difficult to make changes in the program direction				

e. What parts of the program are the most helpful to you in getting what you want out of participation?

_____

_____

f. What parts of the program are least helpful to you in getting what you want out of participation?

_____

_____

3. How would you define youth participation? _____

_____

_____

How do you feel about youth participation in this program? Put an X on one of the seven lines between each pair of words that best indicates your feeling.

Purposeless	: : : : : :	Purposeful
Strong	: : : : : :	Weak
Worthless	: : : : : :	Valuable
Closed	: : : : : :	Open
Active	: : : : : :	Passive
Relaxed	: : : : : :	Tense
Interesting	: : : : : :	Boring
Relevant	: : : : : :	Irrelevant

Attitude Questionnaires
(Cont'd.)

Quality Level Questions

SAMPLE INSTRUMENT

School Administrator Questions

4. For each of the following questions, please ✓ all of the answers that apply.

a. How have you been involved in this program?

___ Advisory Board member
___ Attended advisory meetings
___ School's students participated
___ Participated in survey
___ No involvement
___ Other (please specify) _____

b. How would you describe the program?

___ Beneficial
___ Superficial
___ Valuable
___ Irrelevant
___ Well run
___ Other (please specify) _____

c. What do you see as the program's major strengths?

___ Staff commitment
___ Job training
___ Counseling
___ Youth participation
___ Job placement
___ Participant commitment
___ Community support
___ Other (please specify) _____

d. What do you see as the program's most serious weaknesses?

___ Staff commitment
___ Job training
___ Counseling
___ Youth participation
___ Job placement
___ Participant commitment
___ Community support
___ Other (please specify) _____

5. a. How long have you been working for the program __ months.

Attitude Questionnaires - cont'd

Quality Level Questions

SAMPLE INSTRUMENT

Staff Questions

5. a. How long have you been working for the program ___ months.

b. What are your major responsibilities?

(1) _____

(2) _____

(3) _____

(4) _____

c. What do you see as the program's two major goals?

(1) _____

(2) _____

Will they be achieved? ___ Yes ___ No Why or why not?

_____

_____

_____

Would you recommend to others that they work on the program? ___ Yes ___ No. Why or why not?

_____

_____

_____

What aspects of the program do you feel most strongly about, either positively or negatively, and why?

_____

_____

_____

Attitude Interview Questions

Quality Level Questions

To the interviewer: Be sure the interviewee knows:

(1) Who you are
(2) That their responses will be confidential
(3) That the purpose of the interview is to collect information to help improve the program.

SAMPLE INSTRUMENT

Participant Questions

1. How do you feel about the training you are receiving through the program?

   Will it be useful in the future? How?

   Will it help you get a better job? How?

   Would you recommend the training to somone else? Why?

   What do you like best about the training program?

   What do you like least?

2. Is the program responsive to your needs and the needs of the other participants?

   What parts of the program are most responsive to your needs?

   What parts are least responsive to your needs?

   As a participant, how could you make the program more responsive?

   How could the staff make the program more responsive?

   If you wanted to make some changes in the program, how would you go about it?

3. How would you define youth participation?

   Does this program have youth participation? In what ways?

   Should there be more youth participation in the program? If yes, what types of participation? If no, why not?

   Why are you still participating in the program? (Why did you drop out?) Did the role of youth in the program influence your decision?

Attitude Interview Questions (cont'd.)

Quality Level Questions

SAMPLE INSTRUMENT

School Administrator Questions

4. What kinds of involvement have you had with the program?

What do you think of the program?
What would you see as the program's major strengths?
What would you see as its weaknesses?
What do you believe are the causes of the weaknesses?
How would you rectify them?

Staff Questions

5. How long have you been working in the program?

What are your major staff responsibilities?
What do you see as the program's goals?
Do you believe those goals will be achieved? Why? Why not?
What do you see as the programs' major weaknesses?
What do you believe are the causes of these weaknesses?
How would you rectify them?

Effectiveness Level Examples

For each outcome there are a number of measurable objectives that could be developed. These are samples that can and should be used in conjunction with others.

#1

Outcome: Academic motivation and learning

Sample Objective: to increase the school attendance and grade of participating students.

Sample Data Collection Procedures:

a. The best way to collect this information is with the cooperation of the public schools. If the principal is willing, you should be able to hire a school employee to go through the records and provide you with attendance records and grades of youth prior to and during participation in your program. If your program has a good relationship with the school, they may decide that your evaluation is important and necessary research and may provide you with the information. Otherwise, you must have written permission from each youth (and frequently from their parent or guardian as well) before you can have access to the information in the student records. Once the information is collected, you can look at it in a variety of ways:

(1) Compare participants' grades with attendance before the program to their current grades and attendance (this is called pre-post comparison).

(2) Compare the pre-post comparisons of those participating in the program regularly to those participating irregularly to those who have dropped out of the program.

(3) Compare the pre-post comparisons of the participants to the "average" scores for students in the same school and grade.

b. If the school will not let you collect information from the records parents can demand that you be given parental permission to collect information about their child. However, getting permission and making the school honor it are time-consuming tasks that will do little to improve your relationship with the school. More feasible alternatives include having participants report their grades and attendance (the accuracy of this method is somewhat dubious)

Effectiveness Level Examples

or having teachers and/or parents report on changes in participants' grades and attendance. The information collected using either of these techniques has the disadvantage of being perceptions of changes in grades and attendance, while information collected from the school records gives the actual changes in grades and attendance.

Sample Instrument: Student Data Form

Effectiveness Level
Example #1

Sample
Instrument

Student Data Form

School District _____ School Name _____

Student Name	Sex	Ethnicity	Grade	Days Late 1980-81	Days Absent 1980-81	Days Late 1981-82	Days Absent 1981-82	Final Report Card Scores 80-81 English	History	Math	Average	Final Report Card Scores 81-82 English	History	Math	Average

Effectiveness Level Example

#2

Outcome: Community Activity

Sample Objective: to increase the number of successful youth-directed community projects.

Sample Data Collection Procedures:

Before data on this objective can be collected, it is necessary to clarify what is meant by successful. Successful can mean that the objectives were achieved, that the participants or administrators thought it was successful, or that the community became "a better place to live" because of the project. "Youth-directed" needs to be clarified as well. It could mean anything from youth figurehead director to a project that is totally conceived and implemented by young people.

After the terms have been defined, the current status of youth-directed community programs needs to be assessed. The results of this assessment can be used for planning as well as evaluation. A short, one-page questionnaire should be distributed to school, church and community groups asking them about current community programs and the roles that youth play in them. This can be done either by phone or by mail. At the end of the program, groups should be contacted again about their current programs and the role of youth. They should also be asked if the role of youth in the program has changed during the course of the program and if they are satisfied with the current status of the program. A comparison of the pre and post responses should indicate if the role of youth in community programs has changed and if the number of successful youth-directed community programs has increased.

Sample Instruments: Community Project Data Collection: Forms I and II

Community Project Data Collection

(Form I)

Effectiveness Level
Example #2

Organization _____

Contact Person _____

1. In what community programs is your organization currently participating?

Sample
Instrument

2. Are youth involved in decision making roles in any of these programs? ___ Yes ___ No

   If yes, please indicate the names of the programs and the roles youth are playing.

3. Are any programs directed by young people? ___Yes ___ No

   If yes, please indicate the names of programs and a short description of the director's job.

Community Project Data Collection

(Form II)

Effectiveness Level
Example #2
(cont'd.)

Organization _____

Contact Person _____

1. In what community programs is your organization currently participating?

   1. _____
   2. _____
   3. _____
   4. _____

Sample Instrument

2. Are youth involved in decision making roles in any of these programs?

   Yes___ No ___

   If the answer is yes, please indicate the names of the programs and the roles youth are playing.

   _____

   _____

   _____

   _____

3. Are any programs directed by young people? ___Yes ___ No

   If the answer is yes, please indicate the names of the programs and a short description of the director's job.

   _____

   _____

   _____

   _____

4. Has the role of youth in your programs changed in the past year?

   Yes ___ No ___

5. Using the following rating scale, please indicate how satisfied are you with each of your community programs?

Very Satisfied		Somewhat Satisfied		Very Dissatisfied
1	2	3	4	5

Program 1
Program 2
Program 3

Outcome: Instituting Changes in Schools

Effectiveness Level Example

#3

Sample Objective: to increase the awareness/acceptance of school administrators of the benefits of student and community involvement in the schools.

Sample Data Collection Procedures:

Collecting information on this objective is not an easy task. Most school administrators are not going to be willing to admit a dislike for student and community involvement no matter what their real feelings are. Questioning them about their feelings will most likely not provide valid data. Questioning them about what they see as benefits and disadvantages to increased involvement both at the beginning of the program and at the end may provide more useful information. A comparison of the answers to determine if the responses have become more realistic and concrete, as opposed to abstract discourses on the value of involvement, can provide information on administrators' awareness.

Information on administrators' acceptance can best be obtained by examining administrative responses to ideas of increased involvement throughout the program -- Are they more responsive now? Do proponents of ideas get a hearing? Is the school more willing to use staff time, facilities and resources to promote involvement? A documented summary of the "normal" course of ideas to promote student and community involvement in the target schools, at the beginning and towards the end of the program, can help determine if this objective is being met.

Note: Having students and/or community persons plan and conduct these interviews is a way of implementing your objective while assessing it.

Sample Instrument: Administrator Interview Schedule

Administrator Interview Schedule

Effectiveness Level
Example #3

Sample
Instrument

1. In what ways do you see students currently involved in school governance?

   Can you see other ways that they might become involved?

2. In what ways do you see the community (other than the school) involved in school governance?

   Can you see other ways in which the community might become involved?

3. What do you see as some of the advantages of increased
   a. Student involvement in school governance?

   b. Community involvement in the schools?

4. What do you see as some of the disadvantages of increased
   a. Student involvement in school governance?

   b. Community involvement in the schools

5. What would be the steps that would be necessary to get a proposal on student involvement (give one or two samples) implemented in the school?

Sample Objective: to increase the number of students participating in school governance activities.

Effectiveness Level Example

Sample Data Collection Procedures:

There are two major ways that data can be collected on this objective. If the program has a good relationship with the school, the school can give the program information on the number of students running for student council, the number of students attending school board meetings and the topics on which they spoke (this should be in the board minutes), the number of students indicating an interest in serving as student representatives to the school board or student/faculty committees in such areas as curriculum and discipline. A comparison of the figures from the years prior to the program and those during and after the program will determine if this objective has been met.

If the school is unwilling to give you this data, it can be collected. School board minutes are public and you can go through them to find out about student participation. Student council members can be queried about student participation on their committees. This method will take more time, but it will provide approximately the same information.

Sample Instrument: Student Participation Form

Effectiveness Level
Example #3

Student Participation Form

1 Please indicate the number of students running for student council positions for each of the following years?

1980-81			1981-82		
Position Title	No. Running	No. of Positions	Position Title	No. Running	No. Positions

2. Please indicate the number of students attending/speaking at school board meetings for each of the following years?

1980-81

Meeting Date	Major Topic of Discussion	No. of Students Present	No. Students Talking

Sample
Instrument

1981-82

Meeting Date	Major Topic of Discussion	No. of Students Present	No. of Students Talking

3. Please indicate the number of students involved in other school activities and describe the activity.

Governance Activity	No. of Students Involved

Outcome: Intellectual Development

Effectiveness Level Examples

#4

Sample Objective: to increase participants' critical thinking skills.

Sample Data Collection Procedures:

Several different methods can be used to measure critical thinking. These include: (a) administering a standardized test; (b) developing your own test; and (c) asking participants and those who interact with them about changes in participants' critical thinking skills.

a. If a standardized test is used, it needs to be assessed to determine if it measures consistently (reliability) and if it measures that which it says it measures (validity). The test should be given to participants before and after the program and possibly to a similar group of non-participants as well. Comparisons can then be made to determine changes in critical thinking. The results are, of course, only as good as the test.

b. Developing your own test for critical thinking is very time consuming and not recommended. It is not enough to develop a test, it is also necessary to test it for reliability and validity. Even after you go through the development and testing process, it may turn out that your test is not very good and cannot be used anyway.

c. If you choose to interview participants and a sample of people who interact with them (e.g., teachers, parents, employees, co-workers), they should be asked, at a minimum, the following questions.

(1) Do you feel that your (or participant's name) critical thinking skills have changed in the past year?

(2) If you feel there have been changes, please give specific examples that you feel indicate these changes.

(3) If you feel there has been change, to what would you attribute it?

In general, for measures of critical thinking, a standardized test is the easiest and probably the most accurate technique.

Effectiveness Level Example

#4 (cont'd.)

Sample Instrument: Watson-Glaser *Critical Thinking Appraisal* (New York: Harcourt Brace Jovanovich) The test is designed for adolescents and adults. It has five parts dealing with inference, recognition of assumptions, deduction, intrepretation and evaluation of arguments. (Not attached.)

Outcome: Self Direction

Sample Objective: to increase participants' ability to take control of their activities.

Effectiveness Level Examples

5

Sample Data Collection Procedures:

This objective can be assessed through the use of two very different data collection procedures: (a) administration of a standardized test; and (b) selecting a sample of participants and observing how their behavior changes during the program.

a. The standardized test should be given to participants before and after program and possibly to a similar group of non-participants as well. Comparisons can then be made to determine changes in self direction. The results are, of course, only as good as the test.

b. A sample of participants should be selected, including people who are representative of participants in general in terms of sex, race and other characteristics you see as important. These people can then be observed during the program meetings and activities using such categories as amount of time spent talking, number of suggestions made and so on. Throughout the program, changes, if any, in participant behavior can be examined. If the results are to be credible, these people must be selected in some systematic (and hopefully non-biased) way. Random selection (i.e., picking names out of a hat) is usually best.

Using both of these methods may be a more appropriate method of collecting information than using either one alone.

Sample Instruments: *Internal-External Locus of Control* (Washington, D.C.: American Psychological Association). This test assesses generalized expectancies for internal (self) vs. external (other) control of activities and occurences. Users should note that some researchers feel that locus of control tests measure reality rather than individual personality characteristics. For example, minorities score more external, not because of personality differences but rather because external influences (e.g., discrimination) do have more effects on their lives than they do on majority group members.

Sample Observation Form

Effectiveness Level
Example #5

Sample
Instrument

Sample Observation Form

Date _____

Name _____

Please use only 2-3 words to describe "suggestions made," "tasks volunteered," "tasks not completed," and "tasks completed."

Name	No. times Spoke	Suggestions Made	Tasks Volunteered	Tasks not Completed	Tasks Successfully Completed
Jane Doe	~~IIII~~ II	1. Meet with principals	1. Write fact sheet	1. Teacher phone calls	1. Recruited 3 members 2. Took minutes

V. MARKETING YOUR EVALUATION OR USING WHAT WAS FOUND

When the evaluation is completed, or at least when you have the evaluation report in hand, the question becomes, what do you do with it? The following are some suggested answers.

1. Put it on the shelf to gather dust. If this is the most appropriate answer, it means that something went wrong with the evaluation. Before you put the report way, however, you should analyze it to see why it is not usable. Is it because:

   a. the language is too technical?
   b. you don't agree with the criteria used to determine the program's success of lack of success?
   c. the evaluation was poorly done?
   d. you didn't like the results?

Whatever the reason, be sure that the next time the same thing doesn't happen again. Make sure that your evaluator is competent and can (and will) write a readable report (ask to see samples of reports her or she has done in the past), that you and the evaluator agree on the criteria for success and that you are able to include rebuttals in the report as necessary. The first useless evaluation is the evaluator's fault but the second is yours - by then you should have known better!

2. Use it in current planning. If this is an appropriate answer, it means that the evaluation was helpful but that something went wrong with the communications between you and the evaluator. If communications were good, the evaluation report should provide no surprises. Through periodic feedback sessions and, as necessary, interim reports, you should have been receiving information as needed. Next time, let the evaluator know what information you need and when you need it for current planning and see if it can be provided. The evaluation report is better used for future planning.

3. Provide it to the community. Unless your community has a lot of free time and a strong masochistic streak, this is not a good idea. A short (one page) description of the program and the evaluator's conclusions about its quality and effectiveness is sufficient. If some people would like to see the whole report, it can be made available. However, the major emphasis for a report to the community should be whether or not the program is working and if not, how changes will be made so it does work.

Marketing Your Evaluation or Using What Was Found (cont'd.)

4. Provide it to your Board of Trustees. If this is done, each board member should receive a copy of the report along with a 3-4 page summary prepared by you or the evaluator. The board should also receive an oral presentation on the evaluation and have the opportunity to ask you or the evaluator questions about the evaluation, how the project will be responding to the evaluation and so on. The oral report will probably generate more interest and be of more value to them then the written report.

5. Provide it to the Funding Agency. If the funding agency requires an evaluation and provides the money for it, then they may require that the full evaluation report be submitted to them. Otherwise, you may want to include only parts of the evaluation in your final report and use the full evaluation report as an appendix or you may simply indicate that it is available if they are interested in seeing it. There are two major traps to be avoided in reporting on the evaluation to a funding agency:

   a. Providing them with only positive information. Providing only glowing information from the evaluation makes even the most trusting program officers suspicious. If the project was unsuccessful, the information given to the funder should include what went wrong, what was accomplished anyway, and what steps were (or are) being taken to resolve the problems.

   b. Providing them with information they neither requested or want. This is a more difficult problem. One funding agency may want an evaluation focusing on finances, another on the numbers served and a third may only want "warm fuzzies" (kind words, good quotes and nice stories). The kind of information the funding agency wants should indicate a major direction of the evaluation and the ways the evaluation is presented. The best ways to find out the kinds of evaluation information funding agencies want are:

      (1) examine the interests, priorities and directions of the funding agencies,
      (2) examine the reports of similar programs the agency funded, and refunded,
      (3) ask them.

6. Provide it to potential funding agencies. If this is done, the potential funding agency should not receive the full evaluation report. However, a synopsis of the report included in the proposal is frequently helpful and quotes from the evaluation included in promotional materials can be very helpful. If the evaluation has been done by a well known person, it is often a good idea to attribute quotes to the evaluator. It is also valuable to examine the interests, priorities and directions

Marketing Your Evaluation
or
Using What Was Found

(cont'd.)

of potential funding agencies and then use sections from your evaluation report that reflect your competence in these areas.

7. Provide it to your youth and adult staff. Since you are committed to youth (and adult) participation, staff members, particularly those in decision-making positions, should have an opportunity to read the full evaluation report and respond to it. The response could be in a staff meeting where the evaluation is discussed, the recommendations evaluated by the staff and decisions made about implementing the recommendations. It is hoped that reading the final report will not be the first exposure the staff has to the evaluation, but that they have been involved in both the design and the data collection.

Remember, you paid for your evaluation in both time and money. Use it!

VI. A BASIC EVALUATION VOCABULARY

Evaluation:

The following are three definitions of evaluation. They are:

1. Evaluation equals measurement.
2. Evaluation determines the match between performance and objectives.
3. Evaluation is professional judgment.

Each of these definitions has both advantages and disadvantages. The major disadvantage of each is narrowness. For example, total dependence on professional judgment, as is the case in the accrediting evaluations of schools and colleges, leaves an evaluation open to charges of bias. Evaluating only if a program's objectives have been met means not looking to see if the program has other, either positive or negative, effects. Each of the above definitions seriously limits the roles evaluation can play. A more useful definition, combining elements of all three is:

> Evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives. This information should be useful for program improvement decisions, not just for decisions about continuation or termination.[1]

In this or any definition of evaluation, remember that (1) information is being collected to answer questions and, (2)the formulation of the questions to be answered is the most important first step in the process and is one in which both adult and youth staff members must play an important role.

Types of Evaluation[2]

Cost-Benefit Analysis: The purpose of a cost-benefit analysis is to evaluate alternatives according to measures of both the costs and benefits they confer. Both the costs and the benefits are expressed in terms of dollar value, so the ratios of costs to benefits of various alternatives can be compared. An evaluation to determine if the additional cost of a peer counseling component to a job placement program is justified in terms of increased successful placements would use cost-benefit analysis.

1/ Stuffelbeam, D.L., W. J., Gephart, W. J., Guba, E.G., Hammond, R. L., Merriman, H.O., and Provus, M.M. *Eduational Evaluation and Decision-Making*, Itasca, IL: F.E. Peacock, 1971.

2/ The definition of Cost-benefit analysis is from Smith, N.L., ed. *New Techniques for Evaluation*. Beverly Hills: Sage Publications 1981. All other definitions are adapted from Anderson, S.B., Ball, S., Murphy, R.T., and Associates. *Encyclopedia of Educational Evaluation*. San Francisco, CA: Jossey-Bass, 1976.

Types of Evaluation (cont'd.)

Formative or Process Evaluation: The purpose of formative or process evaluation is to help in the development of a program. Occurring in close collaboration with program development, the results are intended primarily for those working with the program. Questioning workshop participants about the strengths and weaknesses of the workshop and sharing the information summaries with the workshop developers is an example of formative evaluation.

Goal-Free Evaluation: The purpose of goal-free evaluation is to ensure that the actual effects, rather than the intended effects of a program are assessed. Project goals are not examined but rather data is collected on a broad array of actual effects and evaluated in terms of meeting the needs the program is addressing. This form of evaluation has value to Youth Participation projects because as youth participation increases, programs and program effects frequently go off in directions different from those originally proposed. An evaluation of a youth participation program which uses open-ended questions to determine how participants, parents and teachers feel participants have changed and then tries to verify the perceptions using other data collection methods (i.e., observations, tests) use components of goal-free evaluation.

Secondary Evaluation: The purpose of secondary evaluation is to reassess an original evaluation by having another evaluator study the data and/or the reports of a previous evaluation and make their own report. This may be a critical review of the original evaluation or a reanalysis of the data either to check the accuracy of the original data or to find answers to new questions. Having someone reanalyze already collected data to see if successful job placement was related to participating in the peer counseling program is an example of secondary evaluation.

Summative or Product Evaluation: The purpose of summative or product evaluation is to assess the overall effectiveness of the program. Assessing an already developed program, the results are directed primarily toward those who set policy at various levels, i.e., funders or administrators. Any evaluation which seeks to determine if, at the end of a specified period, a program has met its objectives is a summative evaluation.

Other Evaluation-Related Terms

Accountability: Accountability represents acceptance of responsibility for consequences by those to whom educational services have been entrusted.

Assessment: Broader than measurement, narrower than evaluation, assessment is the process of gathering the data and fashioning them into an interpretable form; judgments can then be made on the basis of this assessment.

Other Evaluation-Related Terms (cont'd.)

Causality: Causality is best defined with an example. If youth participation (or any other variable) is a cause of self concept (or any other variable) then a change in youth participation produces a change in self concept. Causality does not necessarily occur when a change in youth participation is followed by or associated with a change in self concept. Eating and weight are causally related. A change in eating will cause a change in weight. Weight and height are not causally related. A change in weight will not necessarily cause a change in height.

Baseline Measures: Baseline measures are indications of the levels of performance, achievement, self concept, etc. of participants prior to becoming involved in the program. These results are used as a basis of comparison with results gathered at the end of a specified period during which the participants were in the program.

Goals and Objectives: Goals, which are generally stated before objectives, are concerned with ultimate outcomes and are usually phrased in general or global terms. "To increase participating youths' knowledge of themselves" is a goal. Objectives are narrower and usually short-range; they are statements that contribute to the goals. "To have participating youths write a one page statement of their personal philosophy" would be an example of an objective.

Another way to distinguish between goals and objectives is to say that goals describe changes--in people (new attitudes, and behaviors, improved skills, etc.) and/or in conditions (less graffiti, a new organization, a safer block, etc)--while objectives describe activities aimed at achieving the goals, such as "to design a training curriculum" or "to provide opportunities to make decisions affecting the program."

Measurement: Measurement is the act of estimating or appraising by a criterion. It is the dimensions, amount or capacity of something as ascertained by measuring.

Reliability and Validity: A reliable measure or test is one that provides consistent and stable results. A valid measure or test is one that measures what it purports to measure. A valid measure of, for example, self concept, is one which has proof that what is measured is self concept. Reliability is necessary for a measure to be valid; however, a measure may be reliable (measure consistently) and still not be valid.

Sample: A sample is a subgroup of the total group (or population). An evaluation might, for example, interview a sample of ten young people in a program that totals 35 youth participants.

Other Evaluation-Related Terms (cont'd.)

Sampling: Sampling refers to the methods used to select a sample so that any findings from the sample can be used with the total group as well. Sampling is done because it is easier, cheaper and faster. However, if the sample selected is not representative (similar in important characteristics) to the total group, findings using the sample can not be used with the total group.

Statistical Terms

Descriptive Statistics: These statistics summarize and organize important aspects of a set of data. This may be done by using means, modes, percentages, ranges and frequency counts. It can also include putting data into tables and using graphs.

Inferential Statistics: These statistics permit you to draw conclusions about a whole group from data on a sample of that group. Analysis of varience, t-tests, correlations and regressions are all examples of inferential statistics.

VII. USEFUL REFERENCES

Anderson, S.B., S. Ball, R.T. Murphy and Associates. *Encyclopedia of Educational Evaluation.* (San Francisco: Jossey-Bass, 1975).

This encyclopedia is basically everything you ever wanted to know about evaluation in one book. With entries ranging from accountability to variance, the encyclopedia provides excellent overviews with references if you decide to go deeper into a subject. With this book you will be able to use, and more importantly, understand evaluation jargon with the best of them. If you are going to have only one book on evaluation, make it this one.

Henderson, M.E., L. L. Morris, and C. T. Fitz-Gibbon. *How to Measure Attitudes.* (Beverly Hills, CA: Sage Publications, 1978).

This small paperback is a must for anyone who will be developing their own attitude tests. Logs, observation procedures, interviews, questionnaires and attitude rating scales are all covered. Readable, practical and usable, this book can help you make your attitude testing more meaningful.

How to Evaluate. (Arlington, VA: Capital Publications). Monthly Newsletter.

This monthly newsletter is somewhat expensive ($55 annually) but it is full of evaluation tips written with practitioners in mind. A nice blend of information on methods (e.g., an article on how to select the most appropriate sampling procedures for your project evaluation) and procedures (e.g., an article on how to insure that your evaluation reports put across the messages you want) the newsletter is useful for both evaluators and evaluation clients.

Patton, M. Q. *Qualitative Evaluation Methods.* (Beverly Hills, CA: Sage Publications, 1980). (see Thompson reference below)

Thompson, M. *Benefit-Cost Analysis for Program Evaluation.* Beverly Hills, CA: Sage Publications, 1980).

If you are interested in either of these techniques, the books are good introductions with an emphasis on methods. Both books look at when the methods should be used, why and, of course, how. Thompson's book also includes problems that may occur when benefit-cost analysis is used and some possible solutions.

Useful References (cont'd.)

Standards of Evaluation of Educational Programs, Projects and Materials. (New York: McGraw-Hill, 1981).

This book of standards goes far beyond what might be expected, expanding traditional guidelines to include illustrative cases and good reliable analyses of what to do and what not to do. Many things can go wrong in an evaluation but this book tries to insure that things will not go wrong with yours by warning you in advance of possible problems and suggesting how they could be avoided.

The Mental Measurement Yearbook. (Highland Park, NJ: Gryphon Press, 1980).

This book is an unbelievably comprehensive review of most of the standardized tests currently in print. Divided into sections such as personality tests, individual subject achievement tests, aptitude tests and vocational tests, the yearbook provides practical, critical analyses of tests and gives suggestions for their use. The yearbook is expensive and is probably not worth buying, however it can be found in the reference section of most libraries and is well worth checking, both to find possible tests and to evaluate them.

APPENDIX

"The Chicago Idea Exchange"

Participants

AUNT MARTHA'S YOUTH SERVICE CENTER
Park Forest, IL

COMMUNITY EXTENSION PROJECT
LaGrange, IL

COMMUNITY TV NETWORK
Chicago, IL

COOK COUNTY SHERIFF'S YOUTH
SERVICES DEPARTMENT
Maywood, IL

CONSTITUTIONAL RIGHTS FOUNDATION
Chicago, IL

JANE ADDAMS CENTER YOUTH DEPARTMENT
Chicago, IL

LOCAL MOTION
Chicago, IL

CHRYSALIS
Chicago, IL

ALTERNATIVE SCHOOLS NETWORK
Chicago, IL

THE CENTRE, INC.
Chicago, IL

YOUTH NETWORK COUNCIL OF CHICAGO
Chicago, IL

THE JOYCE FOUNDATION
Chicago, IL

THE CHICAGO COMMUNITY TRUST
Chicago, IL

THE W. CLEMENT & JESSIE V. STONE FOUNDATION
Chicago, IL

THE MAYOR'S OFFICE OF EMPLOYMENT & TRAINING
Chicago, IL